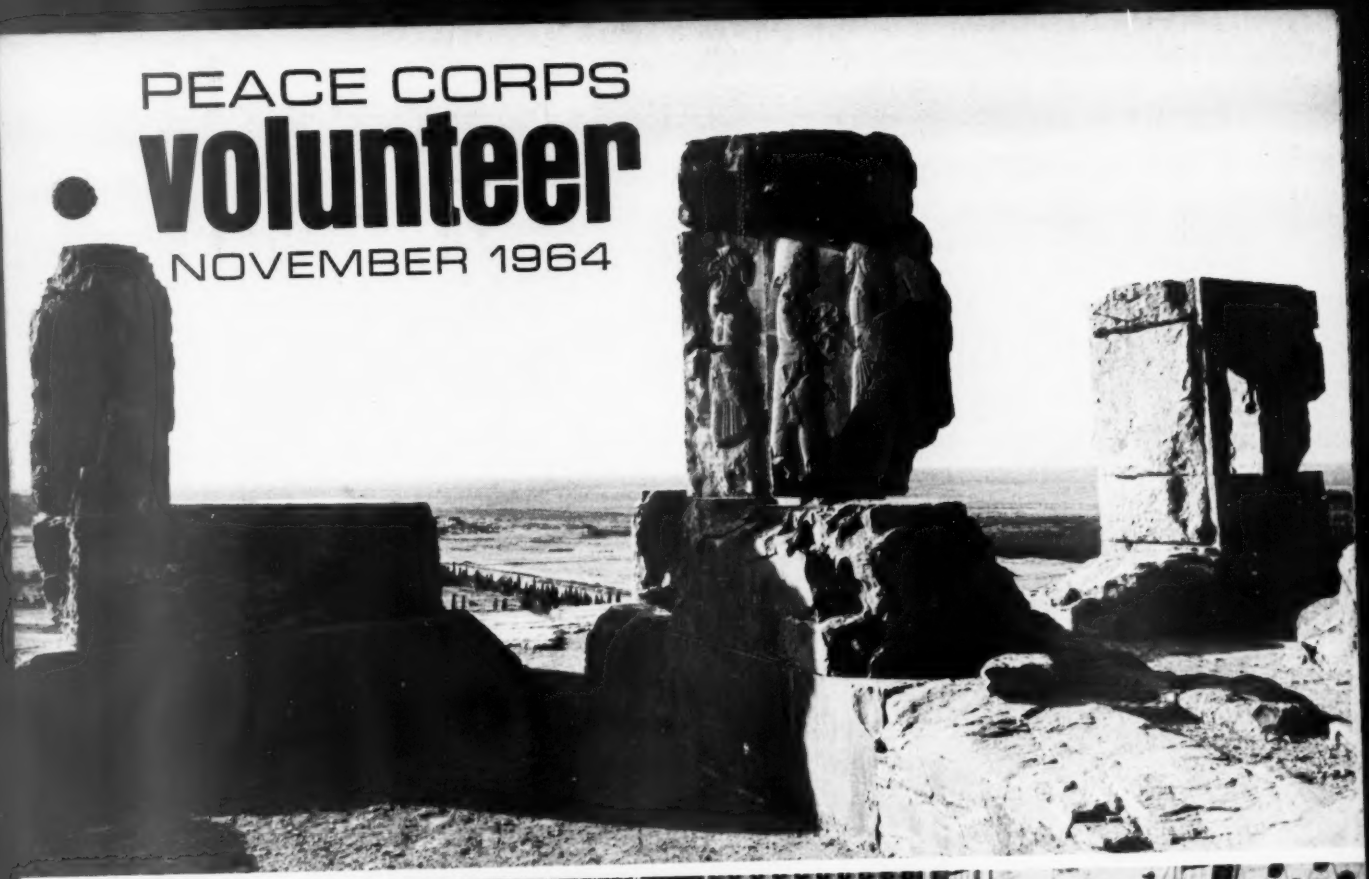
PEACE CORPS

volunteer

NOVEMBER 1964



The Peace Corps in IRAN (page 6)

EDITORIAL

An Anniversary Note

This month marks the beginning of the third year of publication of THE VOLUNTEER. With our anniversary, we have introduced some changes in format. But though its appearance is slightly altered, THE VOLUNTEER will continue in what has been from the beginning its primary role: that of a journal of information about the Peace Corps for Peace Corps Volunteers.

We are read in a good many places by a good many people—in the U.S. by Peace Corps parents, college and university students, newspapermen, library visitors, members of Congress, staffs of foreign embassies; overseas by host-country governments, volunteers of other countries, American diplomatic missions. Although mindful of our varied readership, we still try to tailor the product for the tastes of Volunteers. For some, we miss the mark—we print only "success stories," it is charged, and tales of the super-Volunteer. Actually, as we noted in an editorial last November, we have printed a wide range of stories by Volunteers on their achievements and their frustrations, as well as a number of diverse and often critical opinions of the Peace Corps by persons outside the agency.

Lately, however, there has been a dearth of dissent—the Peace Corps is highly regarded almost everywhere, and is ranked in public esteem, as someone has noted, "somewhere between John Glenn and Santa Claus." This can lead to complacency and a hardening of the bureaucratic arteries, obviously, and so we intend to search for fresh perspectives on the Peace Corps and its mission from sources both within and without the organization. We would like to have more "think pieces," as they're called in the trade, from Volunteers about the Peace Corps and their roles in it—not just the more common accounts of "My Job and How I Go About It." And we are planning a series of articles by senior staff members that will include examinations of Peace Corps methods of recruitment and selection, two functions often misunderstood.

Also planned are a number of articles about what former Volunteers are doing—the problems they face, their retrospective views of the Peace Corps. In the works, too, are stories about other voluntary-service organizations, foreign and domestic. In December, for instance, we will carry an account of Operation Crossroads Africa, written by Dr. James H. Robinson, founder of the program. We will continue some features, such as the special sections treating Peace Corps operations in a single country: in January, Morocco; in February, Bolivia; and in March, Sierra Leone. And we will periodically repeat, for the benefit of new Volunteers, information we have run in the past.

In short, we hope to make THE VOLUNTEER as interesting and as useful as possible for the greatest number of Volunteers, as has been our hope from the start. And if, in the process, we can tell others something of the Peace Corps—about our programs, our planning, our problems—and perhaps interest more Americans in serving abroad, we will be that much ahead.

Staff Changes

As it begins its third year of publication, THE VOLUNTEER announces several changes in its editorial staff.

Kellogg Smith, editor for the past two years, has been appointed a Peace Corps field-staff officer for the North Africa, Near East, and South Asia region, and is preparing for an assignment in India beginning in December.

Smith, 42, came to the Peace Corps in September, 1962, after serving with the Democratic National Committee. He was for six years a copy editor with the San Francisco *News-Call Bulletin*, and before that spent seven years on the desk of the Cleveland *Press*. He is co-author of two textbooks on English grammar, and holds a B.A. in English from Williams College, Williamstown, Mass. He is married and has a daughter.

New editor of THE VOLUNTEER is Deane Wylie, a former Volunteer from Berkeley, Calif. He and his wife were members of the first group of Volunteers to serve in the Philippines, from 1961 to 1963. He joined the Peace Corps staff in September, 1963, and has been assistant editor of the newsletter.

Before his Volunteer service, Wylie, 30, was a reporter for the Longview (Wash.) *Daily News*. He holds a B.A. in journalism from the University of California in Berkeley.

Taking Wylie's place as assistant editor is John English, 24, from Tulsa, Okla., who served as a Volunteer teacher in Sabah from 1962 to 1964. Before joining the Peace Corps he was news editor of the weekly *Southside Times* in Tulsa. He has a B.A. in journalism from the University of Tulsa.

New editorial assistant is Sara Gay Beacham, 24, from La Jolla, Calif., who completed service last summer as a Volunteer teacher in the Philippines. She has a B.A. in English from the University of Southern California.

The changes in staff mark the first time THE VOLUNTEER has been edited entirely by former Peace Corps Volunteers.

Now It's Tanzania

The United Republic of Tanganyika and Zanzibar has become "The United Republic of Tanzania," President Julius Nyerere announced recently.

In mid-October, there were 178 Volunteers assigned to the republic, all working on the mainland in education, health, and public-works assignments. In December, three more groups of Volunteers will go to the East African country.

Les Volontaires Français

France now has 78 volunteers serving in former French colonies in Africa.

Known as the Association Française des Volontaires du Progrès, the program has 25 volunteers in Gabon and 53 in the Central African Republic. An additional 10 volunteers will be sent to Niger, 60 to Dahomey and Togo. Others will go to Chad and Mali. The program calls for 200 volunteers to be in the field by the end of the year.

French volunteers are engaged in rural development, including agriculture, crop diversification, housing, development of co-operatives, and use of leisure time.

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Published monthly by the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Deane Wylie, editor; John English, assistant editor; Sara Gay Beacham, editorial assistant; Paul Reed, art director.

Cynthia Ann Myers

A Peace Corps Volunteer teacher in India was drowned Nov. 1 as she was swimming in the Bay of Bengal near Bimlipatnam, in Andhra Pradesh state.

Cynthia Ann Myers, 23, was caught in a strong undertow as she and Volunteer Sam Boggess, 22, of Urbana, Ill., swam together near the shore. Boggess tried to help but the two were separated by a wave and she was lost from sight. Fishermen pulled Boggess, exhausted, from the water.

Her body was later recovered, cremated in Vizagapatnam, and the remains taken to the U.S. Funeral services were held Nov. 11 in Bentleyville, Pa.

Miss Myers had apparently gone to Bimlipatnam, a small, isolated community, to visit Boggess and two other Volunteers assigned there, Richard Beeler (Potsdam, N.Y.) and Mary Finn (Chicago), according to Dr. Charles Houston, India Peace Corps Representative. Schools in Andhra Pradesh were closed for a week or more for Divali, a major Indian festival holiday, celebrated this year on Nov. 3-4.

Assigned to teach secondary-school science in Vijaywada, an Andhra Pradesh trading center south of Bimlipatnam, Miss Myers went to India in September, 1963, after requesting assignment there and particularly in the Andhra Pradesh area. She had gone to college with friends who had lived in the region.

She was described by Dr. Houston earlier this year as "A deeply dedicated Volunteer, a very competent teacher; she had a quiet, patient dedication that inspired everyone she came in contact with."

Miss Myers was born in Bentleyville, Pa., attended Monongahela High School and then Malone College in Canton, O. She worked her way through college as a switchboard operator, kitchen worker, and waitress, and received a B.A. in zoology in June, 1963. She was an excellent student, and found time to be editor of her college yearbook and president of her dormitory government. She was interested in medical technology, and had hoped someday to do graduate work in parasitology.

Her mother, Iva Mountser Myers, was killed in an auto accident on Dec. 26, 1963. Miss Myers came back to the U.S. on emergency leave, then returned to her Peace Corps assignment in January. Her father, Charles B. Myers, is now living in Perry, Kan. She is also survived by two brothers and three sisters. Miss Myers had devoted almost all of her readjustment allowance to helping one of her sisters, Linda, 19, through college.

She was the tenth Volunteer to die in service.

Two New Directors

Two more Peace Corps divisions have new directors, under appointments announced recently by Director Sargent Shriver.

Thomas D. Scott has been appointed Director of the Division of Private and International Organizations, succeeding J. Norman Parmer, who returned in September to a professorship on the history faculty at Northern Illinois University. Scott had been Deputy Director of the Division of University, Private and International Co-operation since he joined the Peace Corps Staff in March, 1962.

(In September, the division took a shorter title as its university functions were transferred to the Division of Training, which became the Division of University Relations and Training.)

Scott, 40, came to the Peace Corps after serving as Eastern Regional Director of the Foreign Policy Assn. He is a 1948 graduate of Syracuse University, holding a B.A. in political science. In 1961 he received a master-of-public administration degree from the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University.

From 1949 to 1951 he was an assistant professor of modern Western history at West China Union University at Cheng'-Tu, Szechuan, China, and a guest lecturer at National Chen Hwa University. He was deported by the Communist Chinese regime in 1951.

Serving as a field officer for the Asia Foundation from 1952 to 1959, he had

Paul Conklin

Last November

In Quito, Ecuador, the news from America became local news

assignments in Hong Kong, Malaya, Borneo, and Singapore. Between 1959 and 1961 he served Syracuse University in several capacities, including that of executive director of Syracuse-in-Asia.

He is married and has two children.

In another appointment, Robert E. Krug Jr. was named Director of Research. Prior to his appointment, Krug served as consultant to the Research Division and was executive scientist and director of the measurement and evaluation program at the American Institute for Research.

He conducted the first Peace Corps research project, a study of the selection of the first 18 groups of Volunteers to enter training in 1961-62.

Krug holds three degrees from Ohio State University, all in psychology; he received a B.A. degree in 1948, and M.A. in 1949, and a Ph.D. in 1955. He has been an assistant professor of psychology at Trinity University, a research associate in training at the Ohio State University Research Foundation, and an associate professor is psychometrics at Carnegie Institute of Psychology.

A World War II veteran of the Pacific theater, he is married and has five children.

Now, Language Tests

Volunteers completing service in the future will take language-proficiency tests administered by the Foreign Service Institute.

In announcing the new procedure, Warren W. Wiggins, Associate Director for Program Development and Operations, said "We believe language proficiency is an essential element in achieving the objectives of Peace Corps Service. We will continue to step-up our language programs both during training and overseas."

The end-of-service tests have been administered by FSI in a few Peace Corps programs this past year. Because the tests had contributed to the agency's language program, Wiggins said, a worldwide expansion has been requested to cover all Volunteers completing service. Tests will also be given in as many projects as possible at the half-way point in the Volunteer's service. This past summer, Peace Corps trainees have taken a language exam at the end of the training period. Results of those exams, together with the trainee's score on the Modern Language Aptitude Test, are forwarded to Peace Corps Representatives abroad, so a gauge may be made of the Volunteer's language-learning progress.

Results of the end-of-service language tests, together with the end-of-training results, will offer guidance to the Selection Division in predicting trainees' potential for language learning and will also assist the Training Division in considering adequacy of current language training, in addition to helping Representatives place Volunteers and determine needs for in-service language training, Wiggins said.

Peace Corps Trainee at Putney, Vt., gets French lesson from Guinean instructor.

It is also hoped anticipation of the tests will stimulate Volunteer efforts to learn the host-country tongue, he added. Results of the end-of-service tests, scored on a standard FSI scale, will provide Volunteers with a rating—broadly accepted in and out of government—indicating language competence at a time of peak fluency.

The tests are oral, and Volunteers are tested individually. Normally, a linguist conducts the test with the help of a native-speaker.

The language test measures command of the generally-current vernacular and not of particular dialects. Ratings are designed to indicate usefulness of the Volunteer's knowledge beyond the single environment in which he acquired it.

Volunteers Make Same Mistakes

"Some Volunteers may feel penalized by this standard," Wiggins said. "But the Foreign Service Institute has found that Volunteers generally make the same kinds of mistakes as do other Americans learning the language. The Peace Corps will recognize the relatively few areas where the language test will not be a 'fair' indication of the Volunteer's language ability. In all situations, Volunteers should know that if they have made an effort to progress beyond regional speech or the speech patterns of their work situations, their language skill will be a much stronger asset in any professional field," he said.

"The test is necessarily designed to measure only control of the language—structure, vocabulary, pronunciation, and so forth—and *not* gross ability to communicate. Some Volunteers who do well in the language test may have inarticulate natures which limit their ability to get ideas across," Wiggins said.

"Other Volunteers may butcher the niceties of the language but communicate beautifully with their arms and hands. Although it helps a Volunteer to build an effective working knowledge of the language, whatever his native endowment in personality, the test in itself should not be considered a measure of his over-all ability to communicate with host-country nationals."

Tests are rated on an absolute, rather than relative scale, and scored S-1 to S-5:

- S-1—Elementary proficiency; able to satisfy routine travel needs and minimum courtesy requirements.
- S-2—Limited working proficiency; able to satisfy routine social demands and limited work requirements.
- S-3—Minimum professional proficiency; able to speak the language with sufficient structural accuracy and vocabulary to satisfy all normal social and work requirements and handle professional discussions within a special field.
- S-4—Full professional proficiency; able to use the language fluently and accurately on all levels normally pertinent to professional needs.
- S-5—Native or bilingual proficiency; speaking proficiency equivalent to that of an educated native speaker.

TO A GREEN WORLD

The monsoon's upon us, romantic
I'm told
Well it is if you're partial to
cobras and mold,
The heavenly odor of damp musty
dresses,
And flattering lines of those dull
stringy tresses.
The whole world looks green in this
wonderful weather,
Underwear sprouts, to say nothing
of leather.
The books stand quite proud, for
unlike any others
They're darlingly dapper in
new furry covers.
But Sarge, we won't fail, there's
not a quitter among us,
We'll win for the free world
the War of the Fungus.

—By Ann Louise Rosenblatt
(Chester, Pa.)

Reprinted from the *East Pakistan Peace Corps Journal*

The Married Corps

The wag who predicted the Peace Corps would prove to be "the world's greatest matrimonial agency" may not have been far from wrong.

A tally of Volunteers and trainees as of Sept. 30 shows 1160 as married, of a total of 9763 in service. About 6 percent—38 couples—were married just prior to departure overseas or while working abroad.

The project with the greatest number of married Volunteers is Nigeria, with 102 of a total 612 Volunteers and trainees assigned to the country; Brazil follows with 84 among 588, then comes Peru with 78 among 531, Liberia with 74 among 356, and Ethiopia with 64 among 444. Two West African countries had no married couples in service: Gabon, with 66 Volunteers (55 men and 11 women), and the Ivory Coast, with 16 Volunteers (8 men and 8 women). In the Peace Corps as of Sept. 30, including trainees, were 5863 men and 3900 women.

Altogether, there have been 169 in-service Volunteer marriages recorded in Washington.

Honors for the first Volunteers to be married in service go to Dell Christianson (Thief River Falls, Minn.) and Charlotte Larson (Cambridge, Minn.), who were wed on Nov. 5, 1961, in West Pakistan. The most recently-recorded marriage, on the other hand, was between Volunteers Constance Coe (Whittier, Calif.) and Wolfgang Bauer (Logan, Utah) on Oct. 10 in Laguna, the Philippines.

In 28 instances Volunteers have married host-country nationals, including 12 such unions in the Philippines and 12 in Latin America. Only five women Volunteers have taken host-country husbands.

A few Volunteer couples have started families while in service. Fifteen babies have been born to Volunteers in Africa, six in Latin America, two in the Near East and South Asia, and three in the Far East.

Tanganyika I Volunteer James O'Hara (Bethel Park, Pa.) and his wife, Margaret, produced the only set of Peace Corps twins on Jan. 17, 1963. The O'Hara family completed service this past June.

Peace Corps policies on marriage and pregnancy are based on whether Volunteers concerned can continue to serve effectively, as determined by the Peace Corps Representative. He must decide whether Volunteers may remain in service after marriage, taking account of job and housing changes necessary to accommodate the couple.

Whether couples expecting a child may continue in service is also determined by the Representative, and the Peace Corps doctor in the country. If health hazards are great, or effectiveness of the couple is impaired by the burden of caring for a child, Volunteers are asked to resign.

'Time to Go Forward'

On the eve of his election, President Johnson marked a Peace Corps anniversary, and commented on the future of the organization. Following is the text of his statement:

"Four years ago today John Kennedy proposed the Peace Corps. Then it was a promise. Now it is a reality.

"To the 10,000 Volunteers serving in 46 countries—to the 110,000 Americans who have applied to become Volunteers—go the thanks of this nation. Through their hard work and devoted service the pioneering tradition of America has been renewed, and our name is honored anew among the developing nations of Africa, Asia, and Latin America.

"But this is no time to rest on the achievements of the last four years. This is the time to go forward.

"In the next four years we must double the size and still further raise the quality of the Peace Corps. Nearly every country where Volunteers are now serving has asked for more—often two, three, or four times more. Many countries are on the "waiting list." We must not lose this practical opportunity to assist friendly nations in their self-help efforts in peaceful development.

"For the next stage of the Peace Corps, we need applications to serve from about 10 percent of the graduating class of our colleges and universities, we need more applications from skilled workers in our factories and on our farms, we need more experienced teachers, more doctors, more nurses, more senior citizens.

"And as five to ten thousand Volunteers return from two years of overseas service we must see that their first-hand experience is put to good use, in our schools and universities, in American private enterprise, in our city and state governments, in our War on Poverty, and in all our Federal services, including the Foreign Service."

Volunteers Around the World

OVERSEAS	
Afghanistan	110
Bolivia	175
Brazil	323
British Honduras	28
Cameroon	103
Chile	200
Colombia	639
Costa Rica	56
Dominican Republic	120
Ecuador	316
El Salvador	45
Ethiopia	436
Gabon	40
Ghana	128
Guatemala	104
Guinea	70
Honduras	39
India	235
Indonesia	31
Iran	161
Ivory Coast	54
Jamaica	52
Liberia	352
Malawi	135
Malaysia	384
Morocco	113
Nepal	118
Niger	41
Nigeria	606
Pakistan	174
Panama	75
Peru	419
Philippines	276
St. Lucia	15
Senegal	70
Sierra Leone	148
Somalia	58
Tanzania	178
Thailand	291
Togo	61
Tunisia	140
Turkey	286
Uruguay	19
Venezuela	195

TRAINING	
Bolivia	87
Brazil	282
British Honduras	25
Central America	28
Chile	87
Colombia	51
Costa Rica	81
Dominican Republic	29
Ecuador	57
Ethiopia	139
Guatemala	24
Honduras	77
India	52
Indonesia	20
Jamaica	35
Kenya	83
Latin America	58
Malawi	124
Malaysia	45
Morocco	32
Nigeria	127
Pakistan	11
Panama	96
Peru	97
Philippines	116
Tanzania	139
Tunisia	40
Turkey	30
Uganda	42
Venezuela	84
TOTAL IN TRAINING	**2198**
TOTAL OVERSEAS	**7618**
GRAND TOTAL	**9816**

Volunteers who have completed service: 3,113. Figures as of Oct. 31, 1964

For want of a woodworking lathe, Volunteer Chuck Warsing (Saxton, Pa.) teaches woodworking on a metalworking lathe to young inmates of Isfahan work camp.

Doris Witriol (New York City), Dorothy Davidson (Gainesville, Ga.), Carol Posey (Jackson, Miss.) visit Isfahan bazaar.

IRAN

'We Are Glad You Have Come—We Need You'

By Jay Crook

When the latest two groups of Peace Corps Volunteers arrived at Mehrabad, Tehran's sleek, air-conditioned airport, and were whisked into the city on a well-lit divided highway, there were many expressions of astonishment and dismay. "Just what are we doing here?" was a question asked more than once.

The next morning, faced with 20th-century traffic snarls caused by Tehran's 200,000 motor vehicles, and seeing new buildings, supermarkets, and other evidences of prosperity, the Volunteer began to go through a different kind of culture shock: if Iran is like this, who needs us?

The answer might be given in Ardebil, 475 miles northwest of Tehran. When Volunteer English teachers Frank and Pat Vergata (New York City) first met one of their counterparts, Mr. Mohajeri, the Iranian said simply, "We are glad you have come. We need you very much."

Unfortunately, the oil-born wealth of Iran's economy has not spread to the vast majority of her people. For the villagers, who comprise two-thirds of Iran's 23 million people, 20th-century life has brought many discomfitures and dislocation but few amenities.

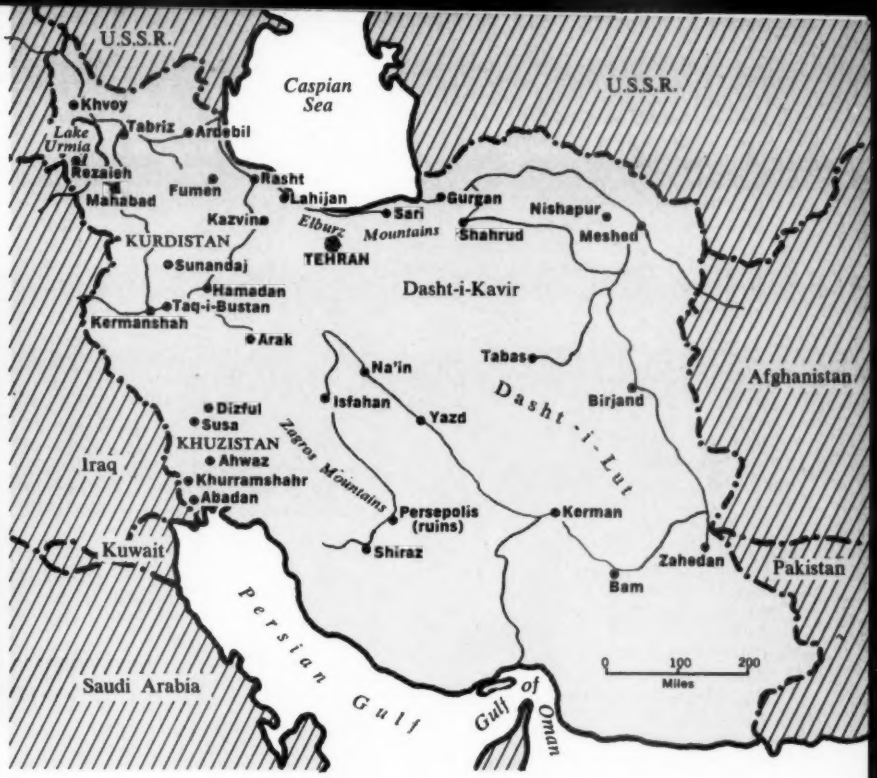
The answer to "who needs the Peace Corps?" could be found in wealthy Tehran itself, even though it consumes half the country's electric power and contains half the literate population. Leslie Miller (New Rochelle, N.Y.), assigned to work in Tehran, was disappointed that she wouldn't be out in the field, where she felt she would be needed more. Then she went to South Tehran and visited the little school where she would be working. After a morning's look at the narrow alleys, mud walls, tattered clothes, poor health, and seeing the eager expectancy of the school children, she rushed into the Peace Corps office and demanded to know why everyone hadn't been assigned to work in Tehran.

Iran, like many other developing nations, has one foot planted squarely in the 20th century and the other somewhere back near the 13th. Leaders in and out of government are trying hard to bring Iran technologically into the present with a reworking of past social, moral, and aesthetic values. The physical remains of 3000 years and more of history confront the modern Iranian from the empty gateways of Persepolis, the grotto sculptures at Taq-i-Bustan, the gleaming tiles of Safavid Isfahan. They are reminders of a proud imperial past. Persians organized the first world-empire in history, five centuries before the birth of Christ. They worked out an administrative and communications system that forms the basis for many Western institutions.

The country was submerged by Arab conquest in the seventh century, and with the Arabs came Islam with its all-pervasive code of life. But a century later, Persians were dominating the intellectual and philosophical life of Islam. The Persians accepted Islam gradually and with increasing enthusiasm, adding to it something of the Persian historical experience. Reflecting the unique character of her people even today, Persian Islam differs in many points of faith and ritual from the bulk of other Muslims throughout the world.

During the 16th and 17th centuries, splendor and glory once again returned to Iran. Isfahan, the magnificently-adorned capital of the Safavid Dynasty, proudly took her name from *"nesf-e-jahan*—half the world.

Today's Iran, after the vicissitudes of 19th-century colonial machination, is still a formidable land. Her area of 628,000 square miles is nearly as large as Texas, New Mexico, Arizona, and California combined. Her diverse geography contains the highest mountain between the Himalayas and the Atlantic Ocean (Mt. Demavend at 18,000 feet in the Elburz range) as well as a national breadbasket on the edge of the Caspian Sea at 75 feet below sea level. There are still immense deserts through which journeys are calculated by days instead of kilometers, yet the Caspian Sea coast gets more rain than any other area in the



By portrait of Shah, Director Sargent Shriver (right) talks to Parviz N. Khanlari, former Iran Minister of Education.

Near East. Although rivers and water are normally scarce, the Khuzistan plain is crucially water-logged.

Tremendous mineral wealth, in addition to oil, lies locked in the mountains, but a poor hinterland road system makes exploitation difficult. Oil, of course, is the lifeblood of modern Iran and earns most of its foreign exchange. Other exports include the famous Persian rugs, caviar, dried fruits, gums, hides, wool, and marble. Not as well-known are Iran's pistachio-nut exports, which are a top exchange earner. But for most Iranians the economy is subsistence, not commercial.

Communication Difficult

Iran's diverse geography has made communication difficult between different sections of the country. Under Reza Shah Pahlavi, the present ruler's father, a national transportation system of roads and railroads was started, emanating from Tehran. Since World War II this system has been greatly expanded under Reza Shah's son, Mohammed Reza Shah Pahlavi. But the task of welding Iran's peoples into one is a formidable one. Many Azerbaijani Turks, Lurs, Kurds, Qashquais, and Baluchis think of themselves as members of their own ethnic group first and Iranian citizens second. However, the unifying forces of education, economics, and growing international awareness are rapidly changing this.

Life in Iran today is exciting for those of us who still possess a spark of the pioneering instincts of our American forefathers. Despite her great age, Iran's face is surprisingly young. With all her ancient monuments, the great majority of Iran's permanent structures have been built within the last two generations. Dams are harnessing and evening out her feast-or-famine water supply. Land is being returned to the men who till it. And Iran's own "Peace Corps," the *Sepah-e-Danesh* (Army of Knowledge) is bringing primary education to villages which cannot even yet be reached by letter sent through the postal system. The members of the Peace Corps working in Iran are also a factor in Iran's 20th-century pioneering.

Peace Corps efforts began in Iran when the first 44 Volunteers arrived in September, 1962. After orientation they went to several parts of Iran to work in agriculture, physical education, and English teaching. As was the case in most other first projects, there was hard experience to be gained—both by staff and Volunteers. This group finished in June of this year with a sense of general satisfaction—in spite of frustrations inherent in Peace Corps experience. There were the spectacular successes—Jack Huxtable's swimming pool at the Agricultural School at Rezaieh, for example. The pool is used by the public in addition to the school, mostly village boys who have had little opportunity for swimming in the scanty streams of western Azarbaijan. Jack designed and supervised the pool's construction. Today it is known as "Mr. Jack's pool."

In another area—the hot, once-fertile saline plains of Khuzistan—Iran I Volunteer John McKee (Mt. Pleasant, Mich.), oversaw the drainage and de salinization of 1250 acres of land belonging to the new Agricultural College at Ahwaz. At times he had 500 laborers working under his direction.

Achievements in the fields of English teaching and physical education are naturally less tangible, although one Volunteer, John Mullins (Griffin, Ga.), assigned to Isfahan's Agricultural Training School, so impressed Isfahan city officials that he was asked to coach what became a highly successful track team, defeating opponents in most of Iran's principal cities. But for most Volunteers teaching, then as now, the spectacular is the exception, and everyday routine the rule. And there were temporary setbacks and disappointments in plenty.

Leonard Passwater (Waynoka, Okla.) in Kerman was assigned to an agricultural-training school as a farm-mechanics teacher and was in charge of maintaining the school's equipment. It took him a full year of argument and struggle to

ON THE COVER—Near Shiraz in southwestern Iran are the ruins of Persepolis, summer capital of the ancient Persian Empire under Darius I, who ruled from 521-486 B.C. Persepolis flourished until destroyed by Greeks in about 330 B.C. Below, Volunteer Ann Mentzer (Roseville, Calif.) works with deaf children in Isfahan.

convince school authorities that his sparse shop equipment simply couldn't do the job in instruction or repair. The money had been budgeted but the supervisory staff didn't realize the need. But after a year of waiting and cajoling, the staff did become convinced. The equipment was bought; the Kerman shop became workable. But it took a year of Leonard's Peace Corps time just to get started.

These first Volunteers laid the foundations for the program's present expansion in the fields of agriculture and vocational education, just as teachers like Rene Smith (Annapolis, Md.), Dave Wangler (Buffalo, N.Y.), and Jerry Clinton (San Jose, Calif.) did in English.

A year after the arrival of Iran I came the seven members of Iran II. They have been assigned to teach in vocational schools in Tehran and Isfahan. Dick Mentzer (Costa Mesa, Calif.), in Isfahan, was responsible for developing the liaison to get surplus and discarded World War II Iranian army trucks for use in instruction at the vocational school. During the past summer he has also, with the help of Volunteers Charles Gilmore (Anderson, Ind.) and John Costello (Chelsea, Mass.), set up a shop at a new school for orphans sponsored by the Red Lion and Sun Society (Iran's equivalent of the Red Cross). As part of their work they also prepared the curriculum for the new school.

Iran III, 27 strong, followed in April of this year. Four are working in community development, five in agriculture, and eighteen teaching English.

Most of the 18 English teachers had summer programs in their schools, usually vacant during the vacation. In co-operation with the Ministry of Education and through the efforts of Gertrude Nye Dorry, English-program consultant to the Peace Corps in Iran, a summer schedule was organized in 11 cities.

Day camps featured spoken English instruction, handicrafts, and sports. More than 2000 boys and girls participated. The normal pattern was three three-week sessions at each site with a new set of students for each session. Many students, never having had such an opportunity before in their home towns, elected to repeat for a second and even a third session.

In September two more groups of Volunteers arrived—Iran IV, consisting of 72 English teachers plus a Volunteer secretary, and Iran V, with 53 men to work in agriculture, community development, and vocational education.

Iran's modernization has yet to go deep below the surface in most areas, even in most of Tehran itself. Outside of the modern sections of the largest cities, almost all women still wear the cloaklike *chador* when going outside their home compound. The Iranian is still a fierce individualist and the levelling effects of Westernization have, perhaps unfortunately, done very little to curb this. As in other countries, women Volunteers find their social lives much restricted, especially outside Tehran. The average Iranian has a structure of ideas and beliefs about Americans built up by tabloids, films, literature, and unfortunate incidents which is difficult to shake. When an American Volunteer is accepted, his Iranian friends are likely to think he is exceptional and will confound all argument by saying, "But you are not like other Americans." Perhaps what he is saying, though for the wrong reasons, is valid.

Volunteers in Iran have to have fair to good linguistic ability in native tongues. English is little understood even by educated classes. In the past here, French predominated as the international language, and only since World War II has English come to supplant it. To further complicate matters, many Volunteers are assigned to areas where instead of Farsi (Persian) the native language is Turki, Kurdi, Luri, or Arabic; or to areas where the Farsi spoken is a widely-diverging dialect.

There are many rewards for the Volunteer in Iran; some of them articulated, some of them not. Iran I Volunteers departed amid a torrent of Iranian farewells, presents, and tears. And recently an Iranian English teacher submitted a report about his work on the summer program. He wrote: "I believe this is a good lesson to many teachers, that a young American . . . is always ready to live anywhere in the world in order to keep the peace . . . Many of these people (referring to Iranian friends) think it is impossible to leave their families and go out to serve the people . . . I have heard a lot of people remark, 'Now I have come

About the Rep

Cleo Shook has been Peace Corps Representative in Iran since July of this year. He served from 1961 to 1963 as Programs Operations Officer for the Far East Regional Office of the Peace Corps, then left the agency to join the Ken R. White firm of consulting engineers in Denver, as vice president in charge of international operations.

A native of Glendale, Calif., he attended the California Institute of Technology in Pasadena from 1942-1945 in a war program sponsored by the Army Signal Corps. After service in the Far East as a communications officer, he was assigned in 1946 to Yenching University in Peiping to study Mandarin Chinese and economics; he also served as a part-time physics instructor at the university.

In 1948 he returned to the U.S. and worked as a communication engineer for the Pacific Telephone and Telegraph Company in Los Angeles. From 1953 to 1956 he served as director of the Afghan Institute of Technology in Kabul. (During former President Eisenhower's trip to Afghanistan, India, and Iran in 1959, Shook was the chief executive's personal consultant and interpreter.) In 1957, he became associate professor of industrial arts at New York State University College of Education at Oswego, then returned to Kabul in 1958 as deputy chief of the engineering division of the U.S. Agency for International Development program there, a position he held until joining the Peace Corps staff in 1961. He is married and has two children.

John Williams, a Volunteer teacher from New York City, directs a rehearsal of secondary-school students preparing an English playlet, which was presented at ceremonies marking the end of a Volunteer-sponsored summer-school camp in Hamadan.

to understand why the United States is such a progressive and rich country; and why it is the leader of peace in the world and why it is the pioneer in so many things.' They say that they have seen the reason with their eyes . . ."

The Peace Corps in Iran isn't geared for the sensational and in spite of what we ourselves think we are doing, we probably aren't very unusual. But for each Volunteer and member of the staff alike, being a part of it is a unique personal adventure in living which few of us will ever have the opportunity to repeat.

Jay Crook has been a Field Officer in Iran since last April. He served a year as Associate Representative in East Pakistan, from September, 1962, until September, 1963, and was a staff officer in Washington before going to Iran in April of this year. He is from Freeport N.Y., and worked there after high school for the Columbian Bronze Co., from 1949 to 1952. He saw two years of military duty, then went to work for a New York firm as a bookkeeper. He became interested in Islamic studies, and went to East Pakistan in 1956 to enroll in the University of Dacca. He studied classical Arabic and philosophy, and was granted a B.A. degree in 1960. He returned to his former New York employer, then participated in the training program for Pakistan Volunteers in 1961 at the University of Minnesota. He joined the Peace Corps staff the following year and went abroad with the Pakistan project. He is single.

A Bridge for Makhlavan

By Jim Anderson

"But I can't tell the farmers to cut down their trees without a written slip from the forestry office in Fumen," protested the head of the Makhlavan village council. Volunteer Jim Whitaker (Naches, Wash.) and I looked at each other stoically and thought, "Well, we were warned in training that there would be some obstacles, weren't we? Time now, if ever, to be flexible."

The whole episode had started two weeks before when Volunteer John Seligman (Los Angeles) a community-development worker in Makhlavan, had asked Jim and me to help him with a bridge-building project in his village.

After many delays and a few false starts, using mostly village labor and many words of encouragement, the foundation for one of the supporting piers was finally dug. We were then ready to begin laying log cribbing in the hole to support the rocks that we eventually intended to use as stabilizing material. Here we ran into our first major difficulty. In Iran, in order to cut down a tree (besides poplars, which are a cash crop), a person must first have permission from the forestry office.

After a week of delay, John finally exacted a promise from a forestry official to come to Makhlavan and approve the cutting of the trees which the village farmers were donating. He gave us permission, and then added we could pick up the written approval the following morning at the forestry office.

So it was decided that John would go to Resht to get a bulldozer and materials, such as creosote and iron spikes, while Jim and I would go to Makhlavan to help with the felling of the trees.

The following morning, hoping for the best, Jim and I walked to the stop where jeeps and busses left for Makhlavan. Jim planned to run over to the forestry office to pick up the permission slip. I was to delay the jeep momentarily and then we'd be on our way.

Twenty minutes elapsed. I became curious and the jeep driver became impatient since Jim had not yet returned. I decided to go to the forestry office to see what was wrong. The jeep driver promised not to leave without us. When I arrived at the office, Jim was talking with a staff assistant. He said the boss wouldn't be in the office until the following morning, and without his signature on the permission slip, it was invalid. We told the exasperated assistant that we had been promised the slip today. Finally, in an act of self-defense, the man told us that we could cut the trees that day, and get the permission slip the next morning.

To our dismay, when we returned to the jitney stand, the driver who had promised to wait for us had gone, and there wasn't another vehicle in sight.

By this time, we were showing signs of poor cultural adjustment. We should have calmly sat down and had a cup of tea, and perhaps a watermelon, meditating all the while on the lofty thoughts of the great Persian poets, Hafiz, Saadi, Omar Khayyam, and shortly a jeep would have appeared.

Instead we reacted in a less enlightened manner. We rushed back to our house to get our bicycles, forgetting the 12 kilometers of uphill, muddy road and the

Jack Huxtable (Richfield Springs, N.Y.), at wheel, oversaw building of "Mr. Jack's pool" at Rezaieh Agricultural School.

Volunteer Teacher Kathleen Conroy (Allston, Mass.), a June, 1964, Boston University graduate in English literature who went abroad this September, conducts a class for students learning English at the Jorjani Nursing School in Meshed.

hot, humid day. We paid for our haste and narrow-mindedness.

When we finally reached Makhlavan, we were tired, dirty, and anything but calm and contemplative. When we found the official, he told us he couldn't let the farmers cut their trees until he had written permission in his hand. We were at the height of frustration—nothing had gone right all day. Since we didn't want to encourage law-breaking, we decided to let the matter drop and worry about it the next day when *Enshallah* (God willing) we would have the permission slip.

About then, 4000 years of civilization and its myriad charms started taking over. The village councilman ordered us tea and completely changed the subject by asking about our health and thanking us for our efforts to help the villagers. When we had finished tea and were walking away, we heard several more friendly greetings. Halfway up the road we met an Iranian soldier, whose job it was to see that no one cut down a tree without permission. He invited us to his little hut while we waited for a truck to take us across the river. He flagged down a friend of his and helped us into good hanging-on spots on the charcoal truck.

Enthusiasm Outweighs Frustration

We met John coming back from Resht, and went into the tea house to discuss the events of the day. Inside, we didn't have much of a chance to talk as a group of old men greeted us enthusiastically and began telling us how happy they were that we were here, and how peace was very good and war very bad, and how good Americans were. This flattery and concern made us feel decidedly better. Following our good-byes, we began the trip back to Fumen.

As we bicycled back, I realized anew that it is the people that make being a Volunteer such a rewarding experience, despite the many everyday frustrations. And who knows—maybe someday a bridge will be built in Makhlavan.

Jim Anderson (Seattle) received a B.A. in English and economics from the University of Washington in 1963. Before joining the Peace Corps he traveled widely in North Africa and Europe, and in the U.S. worked at various times as a warehouseman, a carpenter, a seafood-cannery worker, and as a tallyman and cook aboard a tally scow in Alaskan clam waters.

Women of Lahijan pose around Grant's washday wonder, which he fashioned from an oil drum. He eliminated design snags by sacrificing his own laundry, and now the improved machine, which cost about $15, does a passable job of cleaning clothes.

Lahijan Gets a Grant's

How to make a workable village washing machine from an old oil drum was the problem posed for Volunteer Jim Grant (Zionsville, Pa.) in Lahijan, 23 miles east of Resht.

His answer—still being amended—may not give qualms to the Bendix and Whirlpool people, or win any washday-white contests, but it offers practical and economical mechanization for an age-old labor.

At the request of a home-economics agent in Lahijan, Grant was presented the problem of constructing a washer that could be built locally and used in local home-demonstration education.

Obtaining a standard 55-gallon oil drum, Grant set out to devise a simple hand-powered system that would keep clothes from being mangled by a wringer or beaten by paddles and still be not too laborious for the operator.

To use the principle of circulating water by air pressure, Grant made a cylinder eight inches in diameter with a baffle-plate welded onto one end. Engineering the piston-pressure mechanism presented some tricky technical difficulties. A connecting rod coupled the piston to a handle.

With the help of a local metalsmith, a working model was made. The tub was filled, the piston inserted into the cylinder, and the lid closed.

Testing began and the hand-pump model promptly inhaled and digested Grant's own laundry—socks, underwear, towels came out one solid, shredded mass.

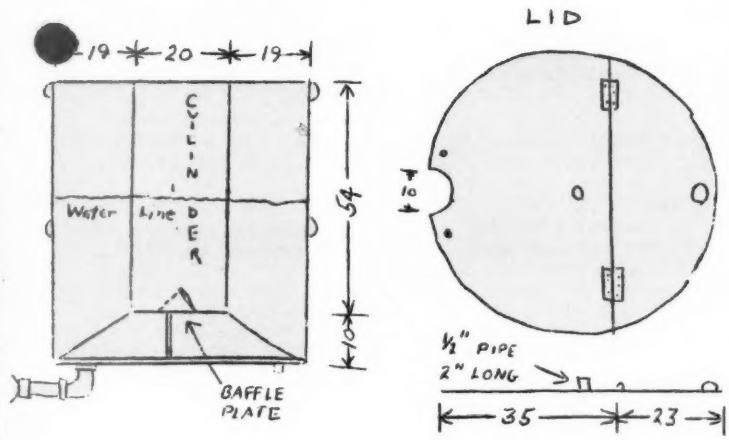
Back at the drawing board, Grant decided that the piston needed a valve, similar to the ones on bicycle pumps. Holes were drilled in the piston top and a rubber disc installed. Pumping became easier and results were fairly good.

Grant's tub washer had to survive a 30-day trial and durability test, so the machine was sent out into a village for demonstrations.

Washer water was heated by building a coal fire or placing a kerosene burner under the machine. Hot-water washing with sudsy detergents produced clothes that were much cleaner than those washed in river or well water. The home-demonstration department was pleased, but some unsolved difficulties remained. Grant continued to experiment.

Wheels were put on the sturdy legs so that the machine could be more easily handled when full of water. The bottom drain was improved so the tub could be better cleaned. Other minor internal changes made the action more efficient and wash time was cut to just 20 minutes.

After closely watching the machine and its results during the trial period, Grant corrected a few more minor faults and is now able to make a satisfactory washing machine for about 200 *tomans* ($15) giving the Iranian village housewife a new outlook towards washday.



Inventor Grant's diagrams show cutaway view of tank and plan of lid.

A Vacation School in Meshed

By Tom Ricks

Fall has come to Iran, but for the two Volunteers stationed in Meshed, the sun will be just as hot as summer for several more months, and the Elburz Mountains ranging far off in the north just as barren and craggy. Street criers and fruit peddlers, colored fountains at night and cool morning breezes, a moustached traffic policeman in a blue uniform waving at an errant bicyclist, and the mournful muezzin calling all Iran to prayer are and will be the same as they have been since we arrived in this holy city some five months ago. But something has happened to us, or better yet, within us—our purpose or motivation towards our work has changed.

Volunteer Nancy J. Nelson (Appleton, Wisc.) and I came to Iran last April as English teachers involved in a new Peace Corps program given the unwieldy name of 'TEFL.' With summer gone and some experience gained in Teaching English as a Foreign Language, I have begun to understand this new program's worth both for me and for the Iranian English teacher. Its value was brought home to me during the three summer months, when all Volunteers in TEFL were involved in a new experiment—using the high schools during the summer months as vacation camp school.

The day before I was to begin teaching, I went to the education office to complete my plans for classes with the first-cycle high school students. When I left the office some 15 minutes later the program had taken a new look, for now Nancy and I were going to teach boys for three days and then girls for three days over a period of two sessions, not exactly as previously planned. The new schedule was confusing. Our exact posting was still not definite—maybe we'd be in a grade school. It wasn't until then that I began to decide a "yes" can mean "maybe" or even "no" and that too many plans might be disastrous. The next day almost proved the point.

Arriving at the boys' high school, I saw that I did have some help after all—two Iranian teachers were already lining up the 32 boys for the registration process. Later, on reaching Nancy's school after finishing my enrollment, I was dumbfounded to see only three small but eager girls and Nancy in the classroom. We quickly enrolled the three girls and walked over to the school building the department had suggested we use permanently. Opening the door of the handicraft room, I saw that it had taken on a new domestic atmosphere. It seems that the janitor had invited his friends and their families in for a two-week vacation. It was definitely time for tea!

I postponed seeing the department officials that day and spent the afternoon preparing for the evening English conversation classes I had devised for adults and teachers.

As the sun began to set, I set out again to the boys' high school. When I approached the school's gates, I saw no one, not even the friendly gardener. I tried to open the door. I was locked out and not a single adult student had come to class.

Obviously it was a bad beginning—the frustrations and miscalculations we were told about in training. However, classes did get underway and after the two four-week sessions I realized that frustrations were only a part of the results of my work.

In the following weeks, day after day, I carried, lifted, balanced, and hauled 29 kilos of flour, 16 kilos of salt and

Nancy Nelson and Tom Ricks pass out song sheets to students and fellow teachers during summer program; a favorite was "Michael" ("Row Your Boat Ashore").

gouache, numerous water paints, and rolls of art paper besides several softballs, bats, volleyballs, and basketballs on the back of my bike from home to the school.

Reams of paper were smeared with tempera in our vegetable printing classes, a few tears were shed during some "roughhousing" between classes; I dropped 15 pounds during the teaching experience.

Three hours a day, from 7 to 10 a.m., was my proving period. Each section of the boys and girls were working on different projects every hour.

I think the 20 minute break between the second and third hours of class was the most enjoyable time of the day. Then, Nancy and I would gather the boys (or girls) and lead off-keyed refrains of songs such as "Michael" ("Row Your Boat Ashore"). In what became known as the "song hour," the Iranian teachers would often lead a song or one of the boys would play an instrument. Many students went home humming the bars to "Are You Sleeping, Brother John" or some other now-familiar tune.

These were successes, not frustrations. Memories still persist, such as the time when a little boy asked me after class if I loved him. Tangible remembrances are displayed in my house. I still have hanging on one of my walls a beautiful sketch of the late President Kennedy, done in pencil by one of the summer-camp boys. On another wall is a plastic bracelet made for me by one of my girl students.

The summer has passed and now I am working from school to school with the Iranian English teachers. I still have much to learn, but my first and greatest lesson was in my summer program—with the flour, skinned knees, and all.

Tom Ricks (Lafayette, Ind.) graduated from Notre Dame in 1961 with a B.A. in philosophy and French. He earned an M.A. in theology in June, 1962, from Holy Cross College in Washington, D.C., and attended law school for a year at Georgetown University.

Nancy Nelson graduated from the University of Wisconsin in June, 1963, with a B.A. in international relations.

Happiness Can Be a Beanbag

By Sharon Omohundro

The simple concept of "doing something for others" was encouraged as a basic part of a summer day-camp program organized in Shiraz. Another Volunteer English teacher, Marie Circo (Longview, Wash.), and I worked in the program as our holiday activity.

The project, consisting of instruction in conversational English, handicrafts, games, and songs, was directed at young school girls between 12 and 16 years old. The initial response to the program was good, but the results took a different turn from what we had expected.

To offer the students a socially-useful direction, we gave them the opportunity to donate their handicraft products to local orphanages. At the end of each three-week camp session, the girls proudly gathered their beanbags, hand puppets, paper-bag horses' heads, and windmills, and went to the previously-chosen orphanage to distribute the playthings.

The visit to the childrens' home was an instructive and emotional experience for the young students. They were pleased to see how eagerly the children accepted the toys and how they expressed their appreciation for them.

At the same time the girls were visibly moved at seeing children living without parental love and the close family environment which is such an important part of the Iranian way of life. It soon became obvious to them that while their gifts were being enjoyed, there was more they could do for these underprivileged youngsters. The girls themselves saw a need for bringing a sense of love to these deprived children. We began a series of daily visits to the orphanages, dividing our time between the infant ward and the section for girls from 6 to 14 years.

Each girl gave one or two of the little orphans their individual attention and love for several hours each day. At first the efforts were met with blank stares. The beautiful but empty and expressionless brown eyes of the children reflected the obvious lack of a warm family environment. Eventually, the persistent affection of the girls won them over and they began to respond with laughter, hugs, and kisses.

In the older-children section, the day-camp students utilized their summer training and taught the handicrafts and games they had recently learned.

We hope that the girls will continue their enthusiastic support of these projects. Soon we plan to offer other orphanage work as extracurricular projects for our English clubs. We feel that if the social welfare of the community is to be improved it will depend upon an active role of all its young citizens. From the response we have seen from our day-camp girls, we expect the women of Shiraz to become a powerful force in their own communities in the future.

Sharon Omohundro (Long Beach, Calif.) graduated with a major in art history from the University of California at Los Angeles in 1963.

A beanbag target is held by Volunteer Sharon Omohundro as she accompanies school-girls on a visit to Red Lion and Sun Orphanage in Shiraz, to present toys made in a summer day-camp program which she and Volunteer Marie Circo conducted.

An Experiment by the Caspian

By Jim Whitaker

Within the Iranian Ministry of Agriculture is the Agricultural Extension Service, the government department that largely bears the responsibility for tapping Iran's vast agricultural potential. Huge dams may be built, land reform implemented, and great amounts of money made available to finance development schemes. Yet, it is the extension service and its thousands of agents who create and sustain a liaison between the farmer and the resources that are available for him to make the land reach its full productive potential.

It was with the idea of helping to insure the continued development of both the extension service and agriculture as a whole that the Peace Corps, co-operating with the ministry, initiated a pilot program involving six Peace Corps Volunteers who had extensive agricultural backgrounds. Each Volunteer was placed on the county-agent level with an agent of the extension service last May. As a pilot program, the project was to be watched closely by administrators in order to determine what problems would be encountered and how much potential this program held in the overall agricultural plan.

The project was located in the lush, highly-vegetative littoral bordering the Caspian Sea. In this heavy rainfall area, agriculture comes nearer reaching its full potential than in any other part of the country. Also, this area already had a well-developed extension service.

As expected in new ventures, numerous problems occurred, but they probably were not peculiar to Iran. Transportation proved to be a limiting factor. Volunteers and their co-workers were restricted in the amount of work they could accomplish by the lack of motorized vehicles.

In the area of personal relationships, one Iranian worker told his Volunteer counterpart that the only reason he wanted him around was so the Volunteer could teach him English.

A constant frustration was knowing that it was not always the farmer who was unreceptive to the Volunteer's new ideas, but sometimes the co-worker. Opposition may have stemmed from cultural and psychological factors, but it seemed unavoidable. Still, it was trying to find plans thwarted even before they reached the farmers.

Not only have obvious problems been exposed during the project's initial efforts, but other areas needing attention were found. Local extension agents often lacked adequate technical knowledge and planning ability. We tried to help them devise workable programs that fully utilized each season, instead of curtailing activity during slack seasons. Recognizing, analyzing, and solving problems was another part of our indirect teaching. In some cases we even tried revising the concepts of extension work and convincing the agents that extension service specialists should be used as technical backstops, a common practice in the U.S.

Even though the pilot program has been small, it has evidently been effective. The Iranian government has asked for more Volunteers to work in the extension service program. With additional manpower, the program will expand, but hopefully it will remain flexible and subject to quick, positive change. For our part, we sincerely feel that as time passes, this small project may well play a substantial role in the development of Iran's agriculture.

Jim Whitaker (Naches, Wash.) attended the University of Washington. He has a background in forestry, farming, and machine work, and has been a member of Future Farmers of America, the International Union of Operating Engineers, and the International Brotherhood of Electrical Workers. He grew up on a wheat farm in eastern Washington.

Judy Danielich, a Volunteer teacher from Homestead, Pa., speaks English with students at Galinau School near Tehran. She is a graduate of Marymount College in Tarrytown, N.Y.

Wool for Persian rugs is inspected by Volunteers Ann and Dick Mentzer (Roseville, Calif.), English teachers in Isfahan; she also works at school for deaf children. (See cover picture.)

Career Opportunities

Post-service career opportunities for returning Volunteers are listed in the monthly bulletin of the Peace Corps Volunteer Career Information Service. Volunteers in their last year of service have been asked to send in registration cards (available from Representatives) in order to obtain individual assistance. Inquiries should be addressed to CIS, Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Following is a selection from the current Career Opportunities Bulletin, which should be consulted for complete listings:

Education

Princeton University's Woodrow Wilson School of Public and International Affairs offers a graduate program of inter-disciplinary professional education directed toward careers in public affairs. Applications are sought from Volunteers with career goals in public affairs and who have outstanding undergraduate records. Ability to read and speak a modern foreign language is required. A feature of the program is a summer of research in a foreign country at the school's expense. Applicants admitted to the program receive fellowships of tuition plus cash stipends. Applications must be filed by Feb. 15, 1965. Write to Frederick M. Bohen, Director, Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton, N.J.

Harvard University Graduate School of Business Administration announces a one-year tuition fellowship for a former Volunteer. The fellowship, for $1750, is renewable for a second year. Apply immediately to Richard Chapin, Assistant Dean, Graduate School of Business Administration, Harvard University, Boston, Mass. 02163.

Georgetown University has a full-tuition scholarship for study at the undergraduate, graduate or professional-school level in 1965-66. Six full-tuition scholarships are available to Volunteers: three from the undergraduate College of Arts and Sciences, two from the undergraduate School of Business Administration, and one from the Law School. Applications should be submitted by Feb. 15 to the Rev. George S. Dunne, S.J., Director of Peace Corps Projects, Georgetown University, Washington 7, D. C.

American University School of International Service offers three half-tuition scholarships to returning Volunteers. Graduate study may be taken in international relations, area studies, or a career-oriented field (foreign service, business-representation overseas, overseas labor, and so forth.) Area specialization leading to a graduate degree is available in Middle East and North Africa, Latin America, Western Europe, Far East, South and Southeast Asia, Soviet Union and Eastern Europe, and Africa. Applicants must meet one of three qualifications: 1) 'B' average in relevant undergraduate study, 2) Graduate Record Examination score substantially above the median, or 3) previous successful graduate work. Applications deadline is Feb. 1. Write Dean Ernest Griffith, School of International Service, American University, Massachusetts and Nebraska Avenues N.W., Washington, D. C. 20016.

Johns Hopkins University School of Advanced International Studies in Washington, D. C., offers two fellowships for Volunteers for advanced-degree work in international relations, with area specialization and intensive foreign-language training. Principal fields of study are international economics, international law and organization, American and European diplomatic history. Area-study programs are available. In addition to a college degree, minimum entrance requirements include course work in political science, a course in the principles of economics, and a beginning ability in one foreign language. Volunteers may also apply for other unrestricted fellowships. Awards are granted on the basis of need and merit. Direct applications to Admissions Office, School of Advanced International Studies, Johns Hopkins University, 1740 Massachusetts Ave. N.W., Washington, D. C. 20036 by March 1, 1965.

University of Maryland School of Social Work announces two graduate scholarships of $2120 for qualified Volunteers. These stipends, to be awarded for 1965-66, are for study in the school's new Community Organization (Neighborhood Social Work) program. Field instruction is given by agencies in Baltimore and Washington. Volunteers will be given preference for scholarships in child welfare ($2350), psychiatric social work ($2150), and mental retardation. A total of 30 Federal scholarships is available. Applications should be submitted by February 1965, to Dean Verl S. Lewis, School of Social Work, University of Maryland, 721 West Redwood St., Baltimore 1, Md.

University of North Carolina, Dept. of Environmental Sciences and Engineering has one graduate assistantship and two graduate fellowships for returning Volunteers to begin graduate work in the summer or fall of 1965. These fellowships average about $3600 per year. A fellowship permits the candidate to earn a master's degree in one year, while the assistantship requires two years. Applicants must meet the admission requirements of the Graduate School and department and hold a B.S. in engineering. Programs include sanitary engineering and water resources, environmental chemistry and biology, environmental and food sanitation, air and industrial hygiene, and radiological hygiene. Write Daniel A. Okum, Dept. of Environmental Sciences and Engineering, School of Public Health, University of North Carolina, Chapel Hill, N.C.

University of Florida has two graduate-school fellowships for returning Volunteers. Awards are $200 per month. Fellows must meet graduate school admission standards. Apply to A. G. Smith, Assistant Dean, The Graduate School, University of Florida, Gainesville, Fla.

Colgate University provides scholarship aid to ex-Volunteers for study within several graduate programs. Two internships in the Teaching-Intern program, one residential advisor appointment toward an M.A. in counseling or student personnel work, and one half-tuition and fees fellowship for an M.A. candidate in a selected academic field are reserved for Volunteers. Applications must be received before April 1, 1965, through Raymond O. Rockwood, Director, Graduate Studies, Colgate University, Hamilton, N.Y.

University of Scranton, Scranton, Pa., has an undergraduate scholarship covering tuition, room and board for a returning male Volunteer to enter school in the fall of 1965. The scholarship recipient would work part-time as an assistant to the Dean of Men, or in a

Volunteer C. Gregory Smith (Kingsport, Tenn.), who recently completed service in Somalia as a math teacher, nurses a dik-dik—a small East African antelope that grows to the size of a large rabbit. Smith, now doing graduate work in Tennessee, brought home with him another unusual pet—a full-sized cheetah named Vickie.

dormitory or student center. The University of Scranton includes a department of arts and sciences, and has a co-operative engineering-program with the University of Detroit. Write to Father Quinn, University of Scranton, Scranton, Pa.

Indiana University offers five graduate fellowships for Volunteers in the 1965-66 academic year. Awards are for one year of graduate work in any field of study. Preference will be given to Volunteers interested in either secondary-school or university teaching careers. Write J. W. Ashton, Graduate Dean, Indiana University, 315 Bryan Hall, Bloomington, Ind.

Southern Illinois University, Dept. of Agricultural Industries has a $200-per-month assistantship for a returning Volunteer to do graduate work in agricultural economics. Apply to Walter J. Wills, Chairman, Dept. of Agricultural Industries, Southern Illinois University, Carbondale, Ill. 62903.

University of Minnesota offers 10 graduate tuition-scholarships, each supplemented by a $350 grant. Requirements for application include: 1) career goal in overseas government-service or in college and university teaching, 2) B.A. degree from the University of Minnesota or from another regionally-accredited institution, and a successfully-completed Peace Corps training program at the University, 3) admission to the University of Minnesota Graduate School and an overall 'B' average, 4) a letter of recommendation from the Peace Corps Representative, and 5) a personal letter outlining (a) duties and accomplishments during overseas service, (b) career plans, and (c) proposed graduate-study program. Deadline is Feb. 1, 1965. Write to Richard Meyers, Graduate School Fellowship Office, 314 Johnston Hall, University of Minnesota, Minneapolis 14, Minn.

University of Chicago, through its Comparative-Education Center, has established two full-tuition and subsistence scholarships for Peace Corps Volunteers for 1965-66. Volunteers are encouraged to compete for four National Defense Education Act scholarships. The Center wants applications from Volunteers with B.A. degrees, preferably with a social-science background, and who are prepared to do field work and research in addition to class studies. Send a full biographical statement, with transcripts, to C. Arnold Anderson, Director, Comparative Education Center, University of Chicago, Chicago, Ill.

University of Wisconsin Land Tenure Center has set aside a fellowship of $2200 for a Volunteer to begin graduate study in the fall of 1965. Recipients must have a bachelor's degree and be committed to graduate work in social sciences on problems of rural communities in Latin America. Applicants must be fluent in Spanish or Portuguese. The Land Tenure Center trains persons for research and technical work in the economic, social, polftical, and administrative aspects of land ownership, land tenure, and agrarian structure in Latin America. The fellowship recipient will carry a full-time graduate program and be required to work 15 to 20 hours in the Center's research program. Application deadline is Feb. 15, 1965. Write to Land Tenure Center, University of Wisconsin, 310 King Hall, Madison, Wisc. 53706.

Stanford University Graduate School of Business offers a $2000 Peace Corps fellowship. An admission test for graduate study in business is required. It is administered by Educational Testing Service, Box 966, Princeton, N.J. 08540. Brochures containing necessary registration forms and designated centers are available from Peace Corps Representatives. Requests to take the exam in a foreign location on the next test date, Feb. 6, 1965, must be received by Dec. 7, 1964. The Stanford deadline for admission and financial aid is Feb. 15, 1965. Volunteers should apply to Nathaniel C. Allyn, Director of Admissions, Graduate School of Business, Stanford University, Stanford, Calif.

University of Hawaii, the Institute for Student Interchange of the East-West Center, has 10 graduate scholarships for returned Volunteers. The scholarships cover travel to Hawaii, tuition, room, board, books, an incidentals stipend, and a study tour to Asia. Applicants should be college graduates with a 'B' average and have taken either the Graduate Record Aptitude test or the Miller Analogies test. Deadline is Feb. 15, 1965. Volunteers must provide a letter of reference from their Peace Corps Representative. Write to Director of Student Selection, Institute for Student Interchange of the East-West Center, University of Hawaii, Honolulu, Hawaii.

Teaching a geography class at an all-Asian school in Mwanza, Tanzania, is Georgiana Rattan, from Bay Village, O., who went to Africa in November, 1963, with her husband, Roger, and 75 other Volunteers to serve as elementary-school teachers; she holds bachelor's and master's degrees in art from Ohio State University.

Government

American Republics Area of the Department of State is interested in employing Volunteers with experience in Latin America for work either overseas or in the U.S. Candidates must have a bachelor's or master's' degree in economics. Persons for the positions will be selected directly, and hired as foreign service reserve officers. Salary range is from $7220 to $12,075. Apply to Robert Granick, Personnel Officer, American Republics Area, Room 3256, New State Bldg., Dept. of State, Washington, D. C.

United States-Puerto Rican Committee on the Status of Puerto Rico has two vacancies for which Volunteers with a knowledge of Latin America, Puerto Rico, and basic research techniques, particularly in economics, may apply. Spanish-speaking ability is desirable, as is research experience in political science, law, economics, or the social sciences. The committee will study from 12 to 18 months and report on the social, political, and economic status of Puerto Rico. Heading the committee is Ben Stephansky, former U.S. Ambassador to Bolivia. Volunteers may address inquiries to Paul Krusekopf, Committee on Status of Puerto Rico, Dept. of State, Washington, D. C.

Teaching

Harvard University, co-operating with the Western Region government of Nigeria and U.S. Agency for International Development, is developing a comprehensive secondary school at Aiyetoro, Nigeria. Americans and Nigerians are attempting to develop curricula which would be meaningful to Nigerian children, and to broaden the educational possibilities to include academic, technical, commercial, and agricultural programs. Volunteers may apply for staff positions in the project. Positions available on a two-year appointment basis are in physics, English, social studies, mathematics, industrial arts, agriculture, commercial subjects, and home economics. Write to Elba Carrier, Nigerian Project, Harvard University, 38 Kirkland St., Cambridge 38, Mass.

American School of Tangier, Morocco, seeks a principal for September 1965. Applicants need speaking ability in French, Spanish, or Arabic, and an extensive academic background, including public and private school experience. A long-term appointment is desired. Write to Phyllis Warren, Director of Personnel, International Schools Services, 147 East 50th St., New York, N.Y. 10022.

North Carolina State Board of Education is seeking candidates for teaching and administrative positions in its Dept. of Community Colleges. This department is operating 2 community colleges, 14 technical institutes, and 5 industrial education centers. Needed are teachers for vocational and technical fields, academic areas, engineers, directors of adult education, and guidance counselors. Apply to Fred J. Eason, Supervisor of Personnel, Dept. of Community Colleges, State Board of Education, Raleigh, N.C.

Business

Prentice-Hall, Inc., College Textbook Divisions, wants applications from Volunteers for the college-sales staff. Positions are available in a number of locations for representatives who travel to colleges and universities promoting the use of Prentice-Hall books. A degree in business administration, the sciences, or liberal arts is required. Write to Carl S. Hector, Vice President, College Textbook Division, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

Colgate-Palmolive Company wants applications from Volunteers for executive positions in its International Division in New York City and in more than 50 subsidiaries abroad. Write N. B. Moulin, Manager, College Recruitment, Colgate-Palmolive Co., 300 Park Ave., New York 22, N.Y.

Mead Johnson & Company, manufacturer of nutritional and pharmaceutical products, seeks applications from returning Volunteers for its domestic and international divisions. Ability to speak Spanish or Portuguese is required for international assignments. Apply to Lewis A. Plane, Manager, Executive Employment, Mead Johnson & Co., Evansville, Ind. 47721.

Other

The Metropolitan, Athletic, Educational and Cultural Assn. of Washington, D. C., seeks an executive director. The association operates organized athletic teams and recreational facilities for youth who do not, because of economic or social conditions, participate in other programs. Salary is from $5000 to $6500. Applicants may write Eric Cox, 2301 Cathedral Ave. N.W., Washington, D. C. 20008.

Dayton Journal Herald, a daily newspaper of 100,000 circulation, invites Volunteers with newspaper or strong journalistic background to apply for staff positions. Openings currently exist for two business reporters, a women's page reporter, and a copyreader. Write to John S. Moore, Managing Editor, Dayton Journal Herald, Dayton 1, O.

In Santa Maria da Vitória, Bahia, Brazil, Volunteer Pat Harrington (Torrington, Conn.) looks over plans for a building made possible by School-to-School program. Behind child to his right is Nena Passos, who will teach in the new school.

School-to-School Program Attracts 70 Sponsors

Since the Peace Corps School-to-School program began last May, more than 700 American communities have asked about participation, and 70 School-to-School sponsors have forwarded amounts of $1000 each, the sum needed to purchase materials for one school.

The program works like this:

An American school raises $1000 and sends it to the School-to-School headquarters at the Peace Corps in Washington, which in turn transmits the money to a community overseas where a school is needed and planned for. In each case, a Volunteer oversees the project.

The program directors have set eight conditions that must be met before money is allotted:

- The community must demonstrate that it can organize to build the school. This ability can be checked by the community's former efforts in carrying out self-help programs.
- The community must obtain a suitable lot and have clear title to the land.
- Construction plans must be drawn. In general, the regulations of the host-country's ministry of education will be followed in approval of the site and plans.
- The community must prove its serious intention to undertake the project by providing approximately 25 per cent of the total investment, such as by completing the foundation, before School-to-School funds are used.
- All labor in the actual construction of the school must be provided by the people of the community.
- Local responsible authorities must give firm assurance that at least one host-country teacher will be available to run the school.
- The community must understand that the donating organization is not expected to provide anything more than funds for construction materials.
- The political and social situation in the community must be sufficiently stable to give a reasonable assurance that construction will progress in an orderly manner.

It is hoped that as the community of the developing nation gains a new facility, the sponsoring group in America will acquire an identification with the problems of another part of the world. To help establish the link, the Volunteer at the site sends a description of the project, together with photographs, to the sponsoring American organization, and encourages an exchange of correspondence.

Volunteers may obtain more information and application forms from Peace Corps Representatives.

Books USA, Inc.

Packets of paperback texts and general reading material in English, covering American philosophy, government, history, and culture, are available to Volunteers for distribution abroad through a non-profit American organization.

Books USA, Inc., organized with the co-operation of the Peace Corps and the U.S. Information Agency as a means to international understanding, offers packets of 10 paperback books for $4 each, including postage. There are currently 13 different packets in the series, with a 14th in preparation.

American history and government are examined in books of Packet 1; "Understanding America" is the theme of Packets 2 through 5; college-level science books are in Packet 6; Packets 7 through 9 survey 19th- and 20th-century American literature.

Useful to Volunteers teaching English are Packets 10 through 13. Two packets, 10 and 11, deal with English instruction and include the Ladder series of graded readers for persons with 1000-to-4000-word English vocabularies. Packet 12 is "Science For Children"; Packet 13 also contains children's books, including biography and a dictionary.

Donors in the U.S. may name individual Volunteers as packet recipients, or packets may go to a pool to fill requests from Peace Corps projects and U.S. Information Service posts in Africa, Asia, and Latin America.

In operation for nine months, Books USA has sent 500 packets overseas to Volunteers, with orders for an additional 7000 packets now being processed. Brochures giving complete titles and other details may be obtained from Peace Corps Representatives. Packets may be ordered from Books USA, Inc., P.O. Box 1960, Washington, D. C.

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